**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade:** | | | **Date(s)**: |
| **Unit Title: Reading/Writing Apprentice** | | | **Corresponding Unit Task: Task 1 Students will take notes on their topic that include main ideas and supporting details (text structure will also be noted)** | | |
| **Essential Question(s): How do readers write in response to text before, during and after to deepen understanding?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Harcourt Social Studies**  **Lesson 4, Unit 2**  **Marzano’s Notes (Intro)**  **Chart Paper**  **Markers**  **ELMO** | | | | **Summarize**  **Supporting details**  **Key Points or Key Ideas**  **Tier 2 unit vocabulary from Social Studies 66-71**  **borderlands**  **presidios**  **mission**  **cash crop**  **legislature**  **compact**  **Tier 3** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  xModeled  xShared  xGuided Practice  xIndependent | **Reading**  **Standards:RI.5.1-Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text**  **I Can Statement(s): I can take notes as I read text to help understand the main idea and supporting details.**  **(Note: this would be the first lesson in a series which will result in students being able to take notes to organize & clarify their thinking when they begin their informational brochure, text structure should be noted and discussed with each lesson)**  **Instructional Plan:**  **Build Background knowledge:**  **Ask students: What is the purpose of taking notes?**  **Brainstorm different note taking strategies that students have used and discuss their relevancy. Place responses on chart paper**  **Introduce children to the Marzano’s Note-Taking system (3D Notes and 3D Sample Notes) (see attached template) (The Marzano’s Method uses a simple note-taking process, 5 key points that are the details that support the topic, nonlinguistic representations, and then summary)**  [**http://www.tltguide.ccsd.k12.co.us/instructional\_tools/Strategies/Summarize\_Notes/Summarizes\_Notes.html#notes**](http://www.tltguide.ccsd.k12.co.us/instructional_tools/Strategies/Summarize_Notes/Summarizes_Notes.html#notes)  ***Note: Background knowledge on Unit 2 should already have been established to introduce the First Colonies.***  **Modeled: (I work you watch and listen)**  **Teacher will read page 66 (Harcourt Social Studies) “New Spain” as a “think aloud” to students and record key words, phrases, supporting details or key concepts on the Marzano’s Template or on index cards.**  ***Note: address tier 2 words encountered in the text***      **Teacher will model how the notes are reduced into a summary and record the summary on the bottom of the template. (teacher should share with students how notes were rephrased and the thoughtful thinking behind the concepts)**  **Shared (we work together)**   * **Students will read “St. Augustine and Santa Fe” (pg. 67) silently or with a partner** * **After reading pg.67, students will be invited to complete the Marzano’s note taking template with the teacher as she reads the passage aloud. Teacher will remind students that note taking techniques are to help the reader organize important information and to remember important ideas and details that we might forget later.**   ***Note: text structure as descriptive***  **Guided Practice: (you do)**  **Students will work in pairs to complete page 68 “The Middle Colonies” using the Marzano’s note-taking Template (Details and nonlinguistic only)**  ***(Please see listening and speaking for next activity)*** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice   X Independent | **Writing**  **Standards: W.5.8 recall relevant information from experiences or gather relevant information from print and digital sources, summarize or paraphrase information in notes and finished work, and provide a list or sources.**  **I Can Statement(s): I can gather relevant information and use my notes to write a summary**  **Instructional Plan: Students will first complete the speaking and listening activity. After group discussion, students will use their key points and supporting details to summarize page 67 “St. Augustine and Santa FE”. Completed summaries will be shared in small groups. With student permission, teacher will choose several summaries on ELMO to share.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled   X Shared   * Guided Practice * Independent | **Word Study**  **Standards: Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 5 reading and content**  **I Can Statement(s): I can determine the meaning of compact and legislature by using context clues.**  **Instructional Plan:**  **Many times we can figure out the meaning of a word by looking around the word for clues. Sometimes the author will use a synonym as a clue**  **Legislature (pg 68)- if you continue to read after the word legislature in the passage, the author says “law making” this tells the reader that legislature or law making mean about the same thing.**  **Compact (pg. 69) now you apply this strategy and see if you can find a synonym for compact. Students should discover “agreement”**  **Record these words and their meaning in your vocabulary log book** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared   X Guided Practice   * Independent | **Speaking & Listening**  **Standards: S1. Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and text, building on others’ ideas and expressing their clearly**  **I Can Statement(s): I can engage in meaningful conversations with others, listen, and express my ideas**  **Instructional Plan:**  **Students that were paired together to complete the Marzano’s Note-taking template from page 68 in the Social Studies book, will join another group to engage in collaborative discussions to reflect and review what key points and supporting details were chosen. Groups will compare and contrast their templates and be encouraged to make changes.**  ***(please see writing for next activity*)** | | | | |
| **Closing/Summarizing Strategy** | **Response Log:**  **How can taking notes help you remember important information?** | | | | |
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| **Extension** | | **Intervention** | | | **Language Development** |
| Students are to create a comparison chart showing the similarities and differences between the colonies (Virginia and Plymouth) of unit 2 using their Marzano’s notes and summaries. | | Large lined, simple note-cards are provided during GR and students (with teacher help) find only the key point in a paragraph. Or using Marzano’s teacher notes technique. | | | Vocabulary cards with pictures for ESOL students. Video clips of colonial life. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s): Student summary “The Early English Colonies”** | | | | | |
| **Teacher Reflection:** (Next steps?)  Practice note taking in centers, I. E. time or during writing. | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*